AN ANALYSIS OF THE STUDENT PERSONNEL AND EDUCATIONAL PHASES OF THE PROGRAM FOR TRAINING ELEMENTARY TEACHERS AT MIDDLE TENNESSEE STATE COLLEGE

BY

JOE FRANK WILKES

B.A., University of Tennessee, 1937
M.A., George Peabody College for Teachers, 1940
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AN ABSTRACT OF A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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To the twenty-four experts who replied to the opinionnaire giving recommendations of teacher-training institutions having good student personnel and educational programs for training elementary school teachers, and whose names are found in the Appendix of this study, the writer owes especial gratitude, as well as to the presidents and staff members of the selected institutions who furnished information concerning the programs in their several institutions.

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Finally, the author acknowledges his indebtedness to his wife, Verna Gilbreath Wilkes, and to his sister, Rachel Caldwell Wilkes, for their untiring assistance in many details of the study.

J.F.W.

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AN ANALYSIS OF THE STUDENT PERSONNEL AND EDUCATIONAL PHASES OF THE PROGRAM FOR TRAINING ELEMENTARY TEACHERS AT MIDDLE TENNESSEE STATE COLLEGE

The purpose of this study is to discover and apply acceptable bases for planning an improved program for training elementary school teachers at Middle Tennessee State College, Murfreesboro, Tennessee. This school is one of three state-supported teacher-training institutions located in Middle Tennessee. It grants the Bachelor of Science degree in elementary and secondary teacher-training curricula and in general liberal-arts curricula. The College Training School houses grades one through eight, and serves as a laboratory for students in elementary teacher training.

Middle Tennessee State College draws its population of approximately one thousand students mainly from Rutherford County, where the school is located, and from the surrounding forty-one counties composing Middle Tennessee. Due to rather lenient admission requirements set by State legislation for all State Colleges, the freshman class at Middle Tennessee State College is a relatively unselected group.

Middle Tennessee State College offers a two-year curriculum for elementary teachers as prescribed by the State Board of Education. Upon completion of this curriculum, a student is entitled to receive a Tennessee Permanent Professional Elementary Teaching Certificate. A majority of the students apply for this certificate and accept a teaching position in the Middle Tennessee area at the end of the sophomore year.

Objectives And Procedures

In Chapter I the following objectives are set for this study:

1. To analyze the present student personnel and educa-

tional phases of the program for training elementary school teachers at Middle Tennessee State College, in the light of (a) regional needs, (b) minimum standards prescribed for teachers colleges by the American Association of Teachers Colleges, and (c) present practices in selected teacher-training institutions.

2. To discover, through this analysis, implications for possible improvement of the student personnel and educational phases of the program for training elementary school teachers at Middle Tennessee State College.

3. To make general recommendations for desirable revisions or changes in the student personnel and educational program for training elementary school teachers at Middle Tennessee State College.

Chapter II gives the setting for the study. It presents a description of certain social, economic, educational, and health needs in the Southeastern States, in the State of Tennessee, and in Middle Tennessee. It includes also a description of the program for training elementary teachers at Middle Tennessee State College, with recommendations for its improvement.

Chapter III is composed of a description of the Middle Tennessee State College program for training elementary teachers, with recommendations, based upon minimum standards prescribed for teachers colleges by the American Association of Teachers Colleges.

Chapter IV presents data concerning the student personnel and educational programs of seven selected teacher-training institutions, as revealed by recently published catalogs. The institutions were selected by expert opinion. Recommendations for improving the Middle Tennessee State College program for training elementary teachers appear at pertinent points throughout the chapter.

Concluding Recommendations For Improving The Elementary Teacher-Training Program At Middle Tennessee State College

REGIONAL NEEDS

Findings of this study indicate that the people of the Middle Tennessee State College area have not been adequately prepared for proper utilization of existing natural and human resources. This condition reflects the inadequacy of the educational system which has been found to exist within the area. If this situation is to be improved in the years ahead, the children in the schools today must be made aware of these conditions and must be given an appreciation and understanding of the methods of meeting regional needs. This can be done only by teachers who themselves possess such an appreciation and understanding. Therefore, it is necessary that Middle Tennessee State College study its program for training elementary school teachers to find wherein it may more effectively prepare teachers who can serve their students, their schools, and their communities in leading them to a richer and fuller life through improved ways of living.

It is recommended that the following procedures and concepts be made a part of the Middle Tennessee State College improvement program:

1. That subject-matter courses in the teacher training program provide opportunities for students to apply course content to the solving of regional needs.
2. That professional courses provide prospective elementary teachers first-hand experiences with solving regional needs.
3. That both subject-matter and professional courses employ intelligent and democratic approaches to group consideration of economic and social problems that may arise during any course.
4. That, through observation, participation, and directed teaching at the Training School, prospective teachers may come to respect the ability of elementary children

to plan effectively and cooperatively ways of meeting personal, school, and community needs.

5. That Training School teachers use the group thinking and group planning process with their pupils in leading them in seeking an intelligent solution to their needs and to social problems in the community.
6. That both College and Training School instructors approach the solution to regional needs through the use of excursions, interviews, observations, surveys, simple research, group thinking, group discussion, and group action, rather than through textbook, assignment-recitation type of experience.
7. That the curriculum of the Training School, including content and activities, be cooperatively planned by the elementary children and the teachers as personal, school, and community needs arise.

It is recommended that the subject-matter and professional courses be revised to include experiences designed to develop such basic concepts among students as the following:

1. That man and his environment affect each other.
2. That, to a considerable degree, man works, plays, eats, wears clothes, lives in houses, and acts as he does because of the environment in which he finds himself.
3. That each part of the natural environment is interrelated and interdependent with other parts.
4. That man is capable of modifying his environment for better or for worse.
5. That natural environment, if undisturbed by man, tends to move toward a balance or equilibrium. To satisfy his needs man must disturb the balance of nature; but, wherever possible, he must attempt to establish a new balance.
6. That energy most available to man comes from the sun.
7. That some resources, as air, water, sunlight, are inexhaustible; some, such as minerals, oil, and natural gas are exhaustible; and some, such as forest, wildlife,

and soil are renewable.

8. That the way man uses his land is fundamental to the quality of his living and to maintaining a continuous standard of living.
9. That water, an inexhaustible resource, is necessary for man's personal use, for growth of plants and animals, for navigation, for industrial processes, for production of power which can be used to conserve exhaustible coal, oil, and natural gas resources.
10. That mineral resources are exhaustible, and only through wise use can the supply be conserved.
11. That forests are a renewable resource; forests preserve soil; hold underground water; shelter wildlife; supply material for man's use; and add beauty to life. Forests must be protected from fire, insects, diseases, and grazing animals.
12. That natural scenic resources of the community, state, and region have great aesthetic, social, recreational, and economic value.

The concepts above are very general and may be applied to any region. Therefore, it is recommended that these basic concepts be applied to the needs of the Middle Tennessee region, in general and professional experiences of prospective elementary teachers in training at Middle Tennessee State College. These would include such applications as the following:

1. People may live in a land rich in natural resources, such as the State of Tennessee, without appreciating its beauty or potentialities. The 1945-1946 state-wide high school testing program in Tennessee showed that the girls and boys alike made their lowest marks in knowledge of, and interest in, their natural environment.
2. Where races are segregated for educational instruction, as they are in Tennessee, the minority group oftentimes suffers inequalities. In 1930, illiteracy

among Negroes in Tennessee was about three times as great as that among the white population.

3. Communicable diseases may be effectively controlled through a regional public health program. Tuberculosis dropped from first cause of death in Tennessee in 1929 to sixth cause in 1945.
4. Certain communicable diseases may be effectively controlled through immunization. This has been true of typhoid fever in Tennessee, but diptheria remains the second cause of deaths among the 5-14 (elementary school) age group.
5. Some accidents are preventable. In a region where accidents form the chief cause of death among elementary school children, as is the case in Tennessee, a safety program should be a permanent part of the health instruction.
6. When people become intelligently informed and sufficiently aroused about undesirable conditions that exist within the region, they may effect needed corrections. The people of Tennessee expressed themselves concerning needed educational improvements through the state survey of education and through the 1947 legislative program favorable to education.
7. In rolling or hilly regions, such as those found in Middle Tennessee, there is danger of exhaustion of the soil because of improper farming methods. In such a region, contour plowing, terracing, and rotation of crops are necessary. Examples of these practices in the area are available for observation.
8. Exhausted and depleted soils, such as those found in sections of Middle Tennessee, may be restored through proper land use practices, as may be observed within the area.
9. Glady lands, characterized by the presence of bedrock near the surface, such as those comprising about thirty-five per cent of the Central Basin of Middle Tennessee, may be profitably used. The production

of red cedar is one such use.

10. Proper conservation and rebuilding of soil lead to a diversification of agricultural industries within a region. The sowing of grass and use of cover crops in Middle Tennessee has resulted in the development of a great livestock business.
11. Diversification of regional production results in new industries. In Middle Tennessee the livestock business provided for the development of livestock market centers, dairies, creameries, and cheese factories; the increase in tobacco production necessitated the establishment of warehouses, markets and auctions.
12. Increase in the variety, quality, and quantity of marketable products within a region will cause an increase in transportation facilities, as it has done in Middle Tennessee.
13. There is a direct relationship between the type of soil and farming and the standard of living of the people. The cotton-producing sections of Middle Tennessee have smaller forms, poorer housing, and lower standards of living than are found in the sections of fertile soil.
14. In a region such as Middle Tennessee, where the production of cotton, corn, and other row crops is chiefly responsible for the erosion problem, a shift from these to a more balanced crop-livestock system of farming is desirable, in order to prevent further sheet erosion.
15. Successful farming raises the standard of living within a region. A degree of prosperity is noted among Middle Tennessee farmers by these facts: 38.6 per cent of the population are farmers and farm managers; only 8.0 per cent are farm wage laborers; the per cents of farm tenancy and farms mortgaged are below those of the state and nation; 57.2 per cent of the farms are owner-operated.

16. Urban centers within a region have to import those food products not produced for sale within the region. Middle Tennessee harvests only .4 per cent of her vegetables for sale.
17. In a region of large farm population, such as Middle Tennessee, rural education becomes of major importance. 66.5 per cent of the people of Middle Tennessee live on farms.
18. Poorly trained teachers are more often assigned to rural schools than to urban schools. 35 per cent of Middle Tennessee rural teachers have only two years of college training, while only 19 per cent of the urban teachers have the same amount of college training.
19. Racial conflicts within a region depend upon the number and population of the races present. In Middle Tennessee the white (90.8 per cent) and the Negro (9.1 per cent) are the races of consequence. Only .1 per cent of the population is foreign born white.
20. Illiteracy is higher in regions having poor educational and transportation facilities. This is true in the counties comprising the northeastern section of Middle Tennessee.

STUDENT PERSONNEL PROGRAM

The strong student personnel programs found to exist in the selected institutions serve the students under the philosophy which considers an education incomplete unless intellectual and professional attainments are balanced by development in personality, character, social relationships, and health. They provide students with continuous guidance and counseling services concerning recruitment, admission, selection, orientation, financial aids, student activities, housing, health services, placement, follow-up through alumni associations, in-service training, and research. Each program is directed by a capable person or persons, faculty committees, or college

departments. Students feel free to consult all college administrative officers and faculty members concerning individual problems. All the programs of student personnel are coordinated through a central office where cumulative records are kept for all students. Faculty members participate in these programs through the medium of the classroom and in their capacity as friends and advisers to students.

Based upon minimum standards for teachers colleges prescribed by the American Association of Teachers Colleges and upon present practices in seven selected teacher-training institutions, as revealed by college catalogs, the following recommendations are made for the improvement of the Middle Tennessee State College program for training elementary teachers. The program should include these activities and services:

Recruitment[1]

*1. Distribution of bulletins and catalogs;
*2. Faculty contacts with high school students, principals, and faculty members in the College area;
*3. Public appearances of College musical, dramatic, and athletic organizations before high school students in the College area;
*4. College sponsorship of county, mid-state, and state music, dramatic, and athletic contests and tournaments for high school students;
*5. A strong school spirit through competitive sports, music, and dramatic presentations;
*6. Cordial relations with groups of in-service teachers;
*7. College sponsorship of a campus Branch of Future Teachers of America;
8. College sponsorship, with local officials, of Future Teachers of America Clubs in secondary schools in the College area;

1. An asterisk (*) precedes those activities and procedures being followed in the present student personnel program at Middle Tennessee State College.

9. Placement of admission blanks in the hands of high school principals of the area for distribution to senior students.

Admission and Selection Requirements

*1. Requirement of high school graduation (or examinations);
*2. Requirement of matriculation tests;
*3. Requirement of an average grade of *C* on all college work, and at least an eighth grade rating on freshman entrance tests, before allowing a student to take student teaching;
*4. Reservation of the right to dismiss any unworthy student from further attendance at the College;
*5. Requirement of a health examination at entrance;
6. Requirement of a health certificate before or at entrance;
7. Requirement of character testimonials;
8. Requirement of speech and voice tests;
9. Requirement of personal interview;
10. Requirement that application for admission be made at least one month before date of registration.

Orientation

*1. Freshman Week activities: address by the president of College; explanation of registration procedures; registration by curricula groups; assemblies for directions, announcements, and explanation of student activities and clubs; meeting classes for first time; meetings of religious groups; informal parties; football game; and formal reception at home of College president.
2. An orientation course to run an entire quarter at beginning of the freshman year. Aptitude and achievement tests should be given during this course and the results should serve as one basis for student self-evaluation as to personal

abilities and qualities that would contribute to teaching success;

3. An advisory system whereby faculty members would be assigned as advisers to students. As a rule, faculty members should retain the same advisees through the four-year college attendance;
4. The assignment of senior students as big brothers and sisters to freshman.

Financial Aids to Students

*1. No tuition charge made of Tennessee resident students;
*2. Part-time employment of students by the College;
*3. Student loans;
4. Scholarships locally provided and awarded;
5. Scholarships awarded by the State of Tennessee. (This provision would depend, of course, on future adoption of a State-wide plan for student scholarships).

Student Activities

*1. Student government (including dormitory councils);
*2. Student organizations and clubs;
*3. Student religious groups;
*4. Honorary fraternities and clubs;
*5. Student publications;
*6. Student preparation of handbook and yearbook.

Student Housing Facilities

*1. Campus dormitories for men and women students;
*2. Campus cafeteria for all students;
*3. Emergency housing facilities;
*4. Student government of dormitories and emergency housing units;

5. College-approved off-campus rooms for students.

Student Health Services

*1. Health fee to be paid each quarter;
*2. Health examination at time of entrance;
*3. Employment of a College nurse and physician;
*4. College infirmary on campus;
*5. Hospitalization plan for students;
6. Requirement of health certificate for admission.

Placement and Follow-Up Services

*1. Wide and varied contacts with members of the alumni association.
2. Placement services under full-time direction of one or more persons;
3. Centrally located cumulative file for all students. The file should contain all available data about each student, including faculty recommendations;
4. Provision for College faculty members to visit teachers who have been placed, especially during the first year of the student's teaching experience;
5. A continuous survey of the College area, as to available teaching vacancies and success of College students placed in teaching positions.

In-Service Training and Research

*1. Summer sessions on the campus;
*2. Extension classes and workshops in the College area;
3. Evening classes on the campus;
4. Correspondence courses;
5. A child study center, including speech and hearing clinic and reading laboratory;
6. An educational service center for the purpose of aiding teachers, school officials, and parents in solving some of their educational problems;
7. A psycho-educational clinic for diagnosis and treatment of maladjusted college students.

EDUCATIONAL PROGRAM

It is recommended that the general and professional educational program for students majoring in elementary teacher training at Middle Tennessee State College may be planned and integrated in such ways as to provide for the incorporation of the following procedures which are trends that have been noted throughout the present study:

1. Giving special emphasis to the field of child growth (or human growth) and development. There is a trend to provide contacts with elementary students from the very first professional course, usually beginning in the freshman year, continuing each year of training, and culminating in student teaching in the senior year.
2. Developing social understanding on the part of teachers. This is done through broad general education experiences and through regional or community contacts and studies. Student teaching off campus provides further opportunities for social understanding.
3. Including the arts in the education of teachers. This is done by all the selected institutions, broadening students' understanding of art into a realization of how art permeates the daily lives of all of us, including social participation.
4. Developing curriculum techniques on the part of teachers. This is done in the belief that the teacher should be a person capable of developing curricular materials and procedures based on group needs, and not a mere follower of textbooks and outlines.
5. Securing closer relationships between education departments and subject-matter departments. All general education courses are professional in the sense that they furnish the student information which he will later use on the job. Also, education courses have content of general value to students. Courses

in no department should be carried on without reference to students' needs in other departments.

6. Providing large blocks of time for certain student experiences. Professional courses are integrated in such a way that they are not distinct. In some situations the methods courses are lost as such in the continuous study of the child and the curriculum. In some cases, as much as a whole quarter is given to student teaching activities.
7. Providing for greater integration of theory and actual work with children. Wide provision is made in connection with professional and general education courses for contacts between students and elementary children. This provides the student many opportunities to test theory presented in the classroom.
8. Increasing student responsibility for self-evaluation. Throughout the training period, opportunities are provided for the student to assess his own abilities, personality, and interest in children and teaching. Results of the matriculation examinations are used by students in this self-evaluation. It is a definite part of the planned program of orientation conducted as a quarter course.
9. Continuing guidance and evaluation on the part of the adviser as to student weaknesses and strengths.
10. Paralleling professional and general education throughout the training period, beginning in the freshman year.
11. Putting great emphasis on the period of student teaching. This activity is looked upon by selected institutions as a culmination of all the student's professional experiences. Opportunities for observation, participation, and teaching are provided in off-campus schools as well as in the campus elementary schools. Some off-campus schools are hundreds of miles from the college campus.
12. Providing for a course or seminar in elementary

education after student teaching experience. This experience is felt to be advantageous to the student in that he may follow up special interests, special problems, or special weaknesses with more understanding after teaching experience.

13. Providing greater institutional unity. This has been effective in selected institutions through more integration between the various college departments and the increased abilities of the faculties to work in groups.
14. Making wider use of evaluation processes. Selected institutions use as wide variety of means of checking progress in relation to an integrated pattern of educational goals as possible. Further, they employ all evidence provided by this evaluation as a basis for student guidance and for curricular revision.
15. Insuring that students gain knowledges which are necessary for effective leadership of elementary school children in their own general education program.
16. Providing, through faculty study, for changing program techniques and procedures as they seem desirable.

SUGGESTED PROCEDURES FOR IMPLEMENTING RECOMMENDATIONS

Faculty cooperation is essential to the initiating and continuing of needed improvements in the Middle Tennessee State College student personnel and educational program for training elementary school teachers. Therefore, the following operational procedures are suggested as ways of implementing the previous recommendations:

1. The entire faculty, College and Training School, should
   a. Define cooperatively the aims, purposes, and present procedures of the program for training elementary school teachers at Middle Tennessee State College;
   b. Determine cooperatively the qualities and abilities

they feel an elementary teacher should posses in order to lead elementary children in meeting personal, school, community, and regional needs;

c. Determine how an effective student personnel and educational guidance program may contribute to the aims and purposes agreed upon for the total teacher-training program;

d. Reach a working agreement concerning the relationships between general and professional education courses and ways in which they may contribute to the aims and purposes defined;

e. Plan together an integrated continuous program of general and professional educational experiences for students;

f. Devise means for maintaining a continuous survey of regional needs, varying the content and methods of students' experiences as survey findings may indicate to be desirable; and

g. Coordinate the work being done by students in College and Training School classrooms, through excursions, observation, participation, contacts with elementary children, student teaching, and meeting personal, school, community, and regional needs as they arise.

2. A faculty committee, or committees, should make a continuous study of the student personnel and educational experiences of students in the elementary teacher-training program, and present for faculty action additional plans for integration between and within general education and professional education courses and departments.

3. Instructors in the College department of education and in the Training School should share chief responsibility for implementing the student program of educational experiences as planned by the entire faculty.

4. Supervision of student teaching experiences should be the mutual responsibility of College and Training

School staff members.

5. Each faculty member should plan his courses, subject-matter or professional, so as to provide many opportunities for students to develop proper concepts with reference to regional needs and to provide many opportunities through research, group discussion, observation and participation for students to learn materials and methods for use in developing these proper concepts about meeting regional needs in the minds of elementary children.
6. Faculty members should be appointed as student advisers.
7. The student personnel program should be placed under the direction of one or more persons, with a central file of students' cumulative records containing information that is now distributed among various departments. These records should include statements from faculty members concerning each student's fitness for teaching.
8. Every faculty member should be an active participant in carrying out the student personnel program through the classroom and through his capacity as adviser and friend.

VITA

Joe Frank Wilkes, son of Joseph Tilden and Bertha Kinzer Wilkes, was born March 23, 1906, in Columbia, Maury County, Tennessee. Upon graduation in May, 1924, from Central High School, Columbia, he attended the University of Tennessee, receiving the B. A. degree in August, 1937. He attended George Peabody College for Teachers, Nashville, during the summer quarters of 1938, 1939, and 1940, when he received the M. A. degree in elementary education. During the academic years 1943-1945, he was enrolled in the Graduate School of the University of Illinois, Urbana, receiving the Ed.M.degree in August, 1945. He has attended the University of Illinois Graduate School each summer session since 1945. He is a member of Tennessee and National Education Associations; American Educational Research Association; Association for Childhood Education; American Education Fellowship; Phi Delta Kappa; and Kappa Delta Pi.

He has been employed in the following positions: Principal of Woodrow Junior High School, Maury County, Tennessee, 1926-1930; Principal of McDowell Grammar School, Columbia, Tennessee, 1930-1938; Giles County, Tennessee, Elementary Supervisor, 1938-1942; Resource Teacher (Grades Five and Six), University of Tennessee Experimental School, Norris, Tennessee, 1942-1943; Instructor in Elementary Education and Director of Elementary Student Teaching, College of Education, University of Illinois, Urbana, 1943-1945; Associate Professor of Education, Middle Tennessee State College, Murfreesboro, Tennessee, 1945-